

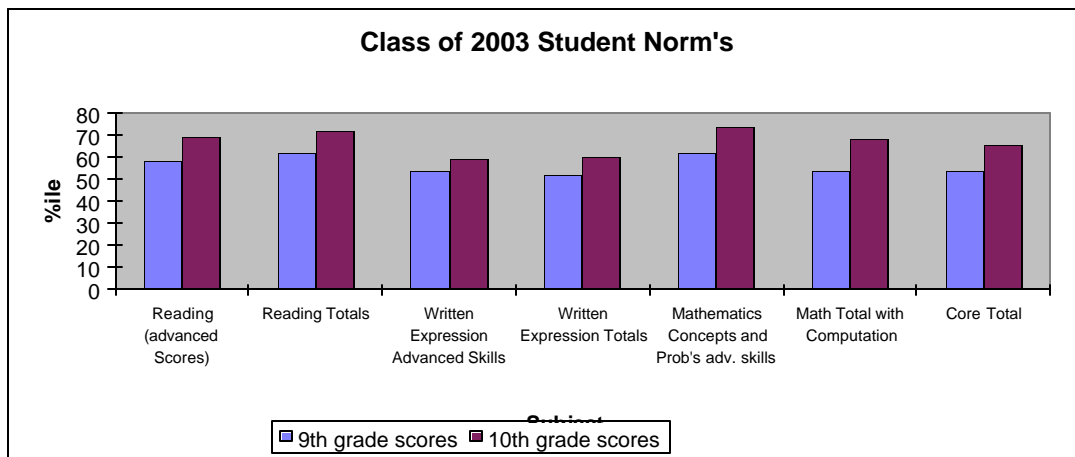
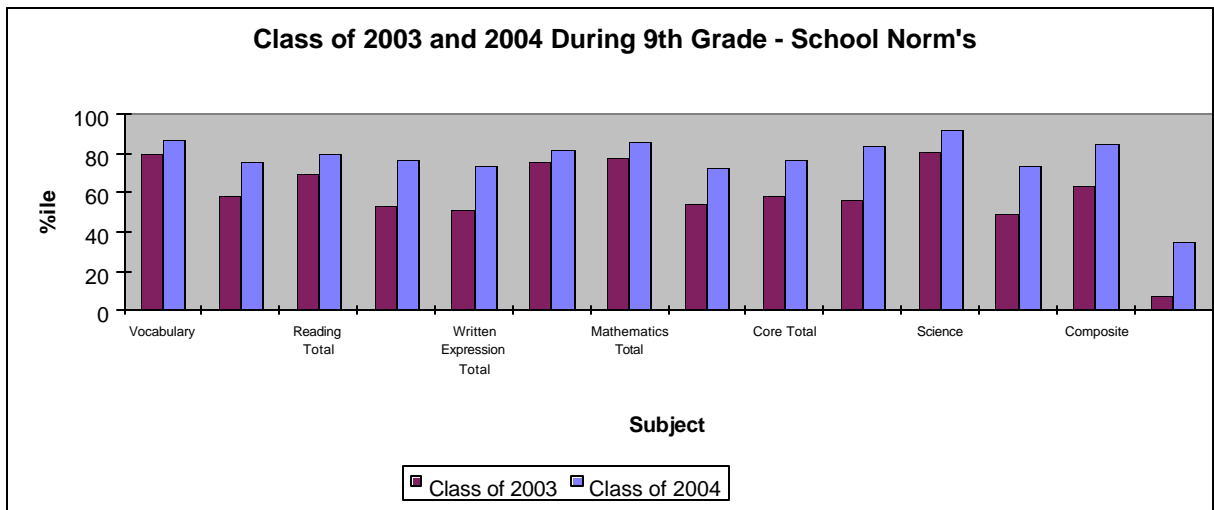
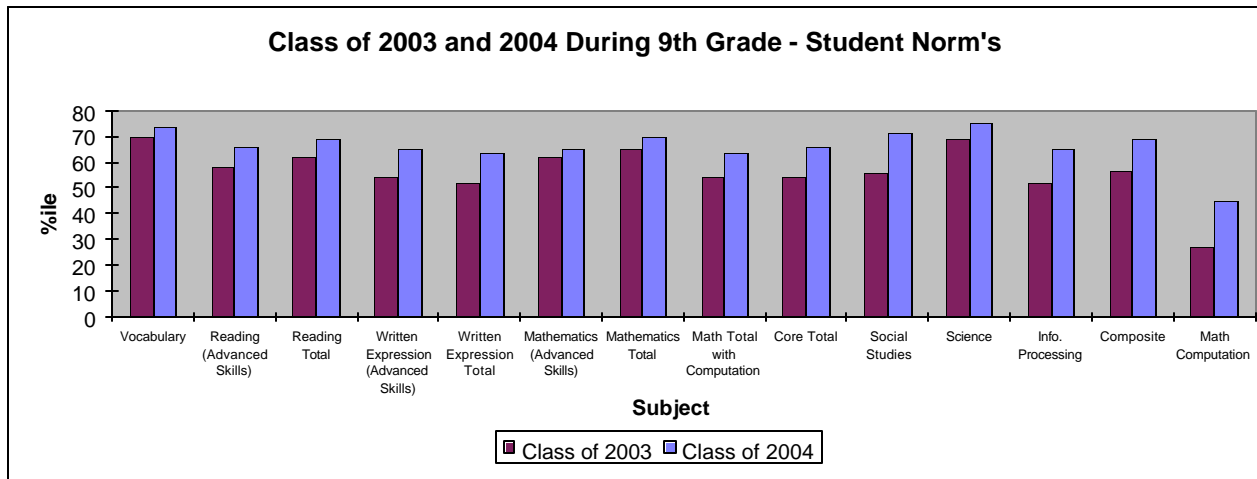
MERIDIAN CHARTER HIGH SCHOOL

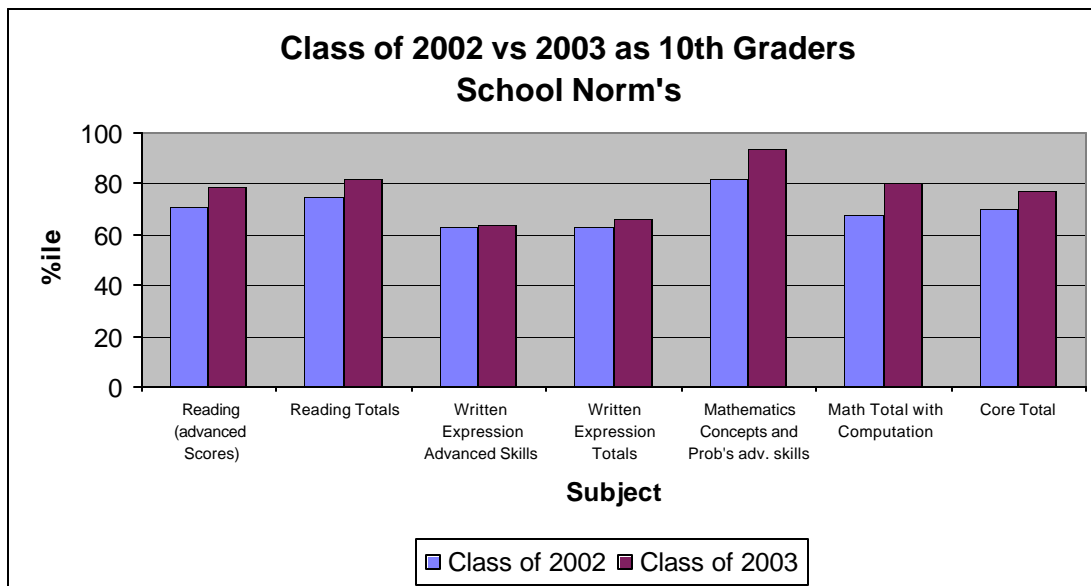
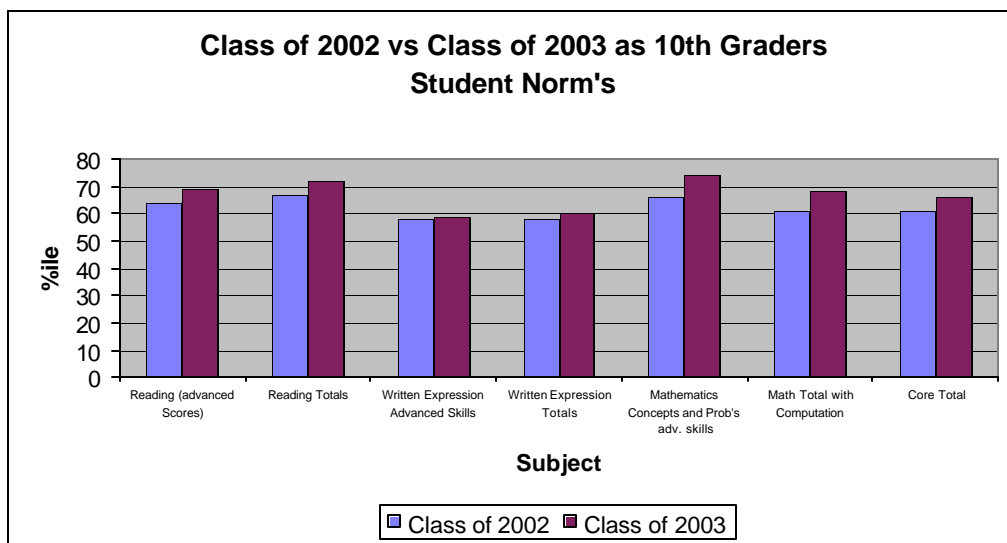
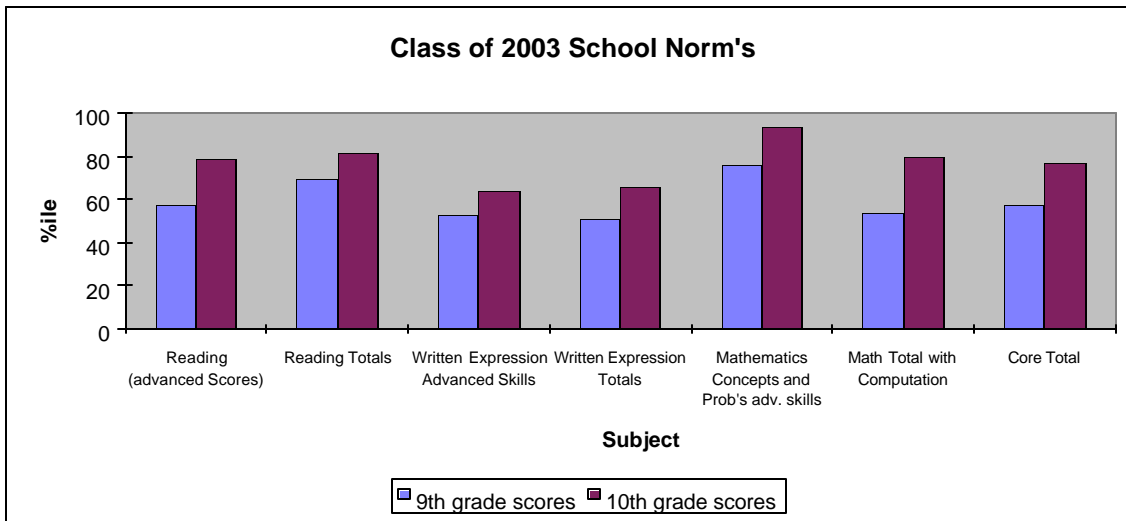
Sponsoring District: Meridian School District

LOCATION: Meridian	OPENING DATE: August, 1999
GRADE LEVELS: 9 th –11 th	STUDENT/FTE TEACHER RATIO: 1-12.7 STUDENT/ADULT RATIO: 1-9
ADMISSIONS POLICY: A lottery is held each year for the incoming freshmen class. Priority is given to Meridian School District students and to siblings of Meridian Charter High School students. We accept 50 students in each grade level. This year we have ninth, tenth, and eleventh grade students. Next year we will graduate our first senior class. When we have vacancies, they are filled from the waiting list.	
STUDENT ORGANIZATION: Students are organized by traditional grade level configurations.	
FACILITY: Meridian Charter High School building is a 16,000 square foot building consisting of 10 classrooms, a multi-purpose room for lunch or PE, 4 offices, 3 workrooms, a conference room and restrooms. Four of the classrooms are computer labs.	
<input checked="" type="checkbox"/> Permanent <input type="checkbox"/> Temporary	
STUDENT PROFILE: Asian/PacIs: 2% Free/reduced lunch eligibility: 10% Black: 7% Special needs: 7% Hispanic: 2.8% LEP: 0% Native Am: 0% Title I: 0% White: 97.8% Children of organizers: 0% Males: 88.6% Females: 11.4%	
MISSION: The Meridian Charter High School employs the best practices and innovations of today and tomorrow to provide a quality educational experience for every student. We envision the lifelong application of learning, coupled with intelligent risk taking, to encourage participation as a productive member of this learning community and global society.	

Educational Program	Check all characteristics that can be used to describe your school's program.			<input checked="" type="checkbox"/>
	Block Scheduling	<input checked="" type="checkbox"/>	Multiage/Grade	<input type="checkbox"/>
	Character Instruction	<input checked="" type="checkbox"/>	Multiple Intelligences	<input type="checkbox"/>
	Core Knowledge	<input type="checkbox"/>	Service Learning	<input type="checkbox"/>
	Extended Year/Day	<input type="checkbox"/>	Technology As Major Focus	<input checked="" type="checkbox"/>
	Foreign Language At All Grades	<input checked="" type="checkbox"/>	Thematic/Interdisciplinary	<input type="checkbox"/>
	Hands-On	<input checked="" type="checkbox"/>	Year-Round	<input type="checkbox"/>
	Individual Education Plans	<input type="checkbox"/>	Project Based	<input checked="" type="checkbox"/>
	(for special education students)	<input checked="" type="checkbox"/>		<input type="checkbox"/>
	<i>Characteristics, courses (including college prep), and/or instructional strategies that are unique to your program:</i> <ul style="list-style-type: none"> • Concept based teaching • Higher grading scale than the Meridian District • Test of competencies based on the State Adopted Standards • College credits articulated with Boise State University for two English courses and the junior and senior tech courses. • Advanced students allowed to progress at their own learning pace. • All students take COMPASS and TAP tests • Articulation agreements with BSU for college credits 			
	Check all assessments that your school uses to gauge student performance.			<input checked="" type="checkbox"/>
	Idaho Reading Indicator	<input type="checkbox"/>	ACT	<input checked="" type="checkbox"/>
	Direct Writing Assessment	<input checked="" type="checkbox"/>	SAT	<input checked="" type="checkbox"/>
	Direct Mathematics Assessment	<input checked="" type="checkbox"/>	(ACT) COMPASS	<input checked="" type="checkbox"/>
	Direct Science Assessment	<input type="checkbox"/>	(ACT) PLAN	<input type="checkbox"/>
	Direct Social Studies Assessment	<input type="checkbox"/>	PSAT	<input type="checkbox"/>
	Iowa Test of Basic Skills	<input checked="" type="checkbox"/>	Portfolios	<input checked="" type="checkbox"/>
	Test of Achievement and Proficiency	<input type="checkbox"/>	Individual Education/Learning Plans	<input checked="" type="checkbox"/>
	Nat'l Assessment of Education Progress	<input type="checkbox"/>	District/School Criterion Referenced Tests	<input type="checkbox"/>
	Describe how, if at all, your school uses standardized tests for formative purposes to guide instruction, etc: Test scores on both the TAP tests and COMPASS tests are use to evaluate the curriculum . COMPASS test scores are used to articulate credits with Boise State University.			
	Award/Honors offered to students: Honor Roll; University of Idaho Top Students Award; Mayor's Award; Perfect Attendance; Industry Certifications; Who's Who			

STUDENT ACHIEVEMENT DATA NINTH Grade TAP scores





STUDENT AND SCHOOL PERFORMANCE GOALS:	Level of Accomplishment	Information Source
♦ To meet the state educational thoroughness standards.	Exceeded Met Partially Met Did Not Address	Competency tests are used to evaluate understanding of State Standards in all core classes.
♦ To reduce the student dropout rate, increase the graduation rate and increase the number of college completers.	Exceeded Met Partially Met Did Not Address : We will not have a graduating class until 2002.	We have had no student dropouts.
♦ To increase the degree of satisfaction among employers about the work quality of graduates.	Exceeded Met Partially Met Did Not Address : We do not have graduates this year.	Presently our juniors are participating in job shadowing with businesses. Evaluations are made by employees of students' performance while job shadowing.
♦ To increase scores on standard tests, such as ITBS, SAT, ACT, etc.	Exceeded Met Partially Met Did Not Address	TAP scores showed an increase in all areas over the previous year's scores
♦ To increase the level and amount of parent involvement.	Exceeded Met Needs Improvement Did Not Address	Parents volunteer to chaperone field trips, answer phones in the office on occasion, give computer tech assistance, file IRS tax forms for students who work, helped with construction of greenhouse, raise money, adopt a tree program

GOVERNANCE

		Highlight One: P=Parent S=Staff ST=Student CM=Community Member	Length of time in current position	Highlight One: E=Elected A=Appointed	Responsibilities of each individual			
School Board	P	S	ST	CM	2 years	E	A	President, conducts meetings
	P	S	ST	CM	2 years	E	A	Vice president, conducts meetings in the absence of the president, member of a high tech firm
	P	S	ST	CM	2 years	E	A	Treasurer, co-signs the checks, member of a high tech firm, also a parent
	P	S	ST	CM	2 years	E	A	Curriculum Coordinator with the District, also member of the design team
	P	S	ST	CM	2 years	E	A	Member of a high tech firm
	P	S	ST	CM	1 year	E	A	Member of the Meridian School District Board of Trustees
	P	S	ST	CM	1 year	E	A	Member of the Meridian School District Board of Trustees
	❖ Number of board members that are current business partners of school personnel: 0 ❖ Number of board members related to school personnel: 0 ❖ Frequency with which the board convenes: Third Monday of each month ❖ General meeting times: 5:30 p.m. ❖ Describe how meetings are posted to the public: The announcements are posted at the school, at District Office, and at an elementary school in the Meridian School District.							
	Title	Length of time in current position	Also teaches in classroom		Responsibilities of each individual			
Administration	Principal-Jana Nichols	2 years	Y N		Instructional leader, administrator, spokesman, instructional recruiter, teaches Spanish 3/4 after school.			
	Name	# P	# S	# ST	# CM	Responsibilities of each committee		
Committees	Oversite Committee	4	3	3		Serves to assist and advise the principal		

FINANCIAL	1999-2000	2000-2001
Estimated Cost Per Student	\$4860	\$8009
Operating Budget	\$554,086	\$860,465
Sources Of Funding	<p>Check all that apply:</p> <p><input checked="" type="checkbox"/> State/District</p> <p><input type="checkbox"/> Local Tax Revenues</p> <p><input checked="" type="checkbox"/> Grants</p> <p><input type="checkbox"/> Donations</p> <p><input type="checkbox"/> Other_____</p> <p>Additional Federal Funding:</p> <p>♦ Students identified</p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>Describe how funding is utilized:</p> <p>Funds are filtered through the District to support a part time Special Education Aid</p>	<p>Check all that apply:</p> <p><input checked="" type="checkbox"/> State/District, \$860,465_____</p> <p>Enhancement \$:</p> <p><input type="checkbox"/> Technology</p> <p><input type="checkbox"/> Reading</p> <p><input type="checkbox"/> Gifted/Talented</p> <p><input type="checkbox"/> LEP</p> <p><input type="checkbox"/> Other</p> <p><input type="checkbox"/> Local Tax Revenues</p> <p>\$_____</p> <p><input checked="" type="checkbox"/> Grants \$217,169_____</p> <p><input checked="" type="checkbox"/> Donations \$_____</p> <p><input checked="" type="checkbox"/> Other Professional Technical \$67,680</p> <p>Do you participate in district discussion on how to spend federal dollars?</p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>
Debt	\$ 0	\$ 0 as of 5 / 1 /01
OTHER	1999-2000	2000-2001
Student Attendance Rate	96%	
Student Discipline		<p># suspensions to date: 0</p> <p>% of students: 0</p> <p># expulsions to date: 0</p> <p>% of students: 0</p> <p># of referrals to date: 22</p> <p>% of students: 15</p>

OTHER <i>cont.</i>	1999-2000	2000-2001
Student Enrollment	Total: 114 Waiting List: 100	Total: 143 Waiting List: 60
Number Of Students Leaving Mid-Year	#: 18 Reasons For Leaving: 1 student expelled 17 returned to home high school, not a good fit for the program we offer	Reasons For Leaving: # Dropped out: 0 # Transferred: 15
Dual Enrollment	15% enrolled in non-academic classes in District	78% of junior class enrolled in college
Program Participation		100% taking college entrance exams: 100% in professional/technical education courses

OTHER <i>cont.</i>	1999-2000	2000-2001
Staff Development Opportunities	<p>Concept Based Teaching School to Work Visits to Tech Businesses in the community, Hewlett Packard, Micron Sears Technology</p>	<p>Scholarship money for outside training provided: i.e. A+ Certification, I net Certification, IPSY training in curriculum writing All District training provided to all our teachers Train the trainer and teaching with technology classes provided through the Albertson's Tech Lab in our building</p>
Teacher Qualifications	<p># FT: 7 # PT: 0 # Certified: 7 Avg. Teaching Experience: 9 Years # With MA Degree: 3 # Teaching In Areas Outside Endorsements: 0</p>	<p># FT: 9 # PT: 1 # Special Ed Endorsements: 1 +.5 special ed. aides provided by the District # Non-Certified Giving Instruction: 0 Avg. Teaching Experience: 10.4 Years # with MA Degree: 3 # Teaching In Areas Outside Endorsements: 0 (except fitness, 2)</p>
Number of Departing Staff	<p>#: 1 moved to another state</p>	<p>#: 0 Reasons For Leaving:</p>
Parent Involvement	<p>Hours: 2000 Types of Involvement: car washes, fund raising, dinner</p>	<p>Hours/month: 15-20 hours per month Types of Involvement: chaperones, office help, fund raising Estimated number of parents participating: 25-30</p>

OTHER <i>cont.</i>	1999-2000	2000-2001
Other Volunteers (e.g., Community Involvement)	_____ Total Hours/Year _____ Classroom Hours/Year <input type="checkbox"/> Estimated <input type="checkbox"/> Recorded	255: Total Hours/Year 180: Classroom Hours/Year Business Partnerships: 15-20
Transportation		Drive/Are driven in private cars: 70% Public transportation: 0 % School bus/District transport: 30% Walk/Bike: 0% Other: 0 %
Lunch Services		Hot lunch provided for students <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No # times per week: 5
Other Student Services		Counseling <input checked="" type="checkbox"/> On site <input type="checkbox"/> Through district Special Education <input checked="" type="checkbox"/> On site <input checked="" type="checkbox"/> Through district After School Programs <input checked="" type="checkbox"/> On site <input checked="" type="checkbox"/> Through district

